

Role of Positive versus Negative Parenting in Adjustment Behavior of Adolescents

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ABSTRACT

Adolescence is a critical period for mental health and identity formation which appears to be influenced by their relationships with parents. This semi-experimental study focused on the difference, what positive and negative parenting make in the adjustment of adolescents. 500 adolescents were randomly recruited from Meerut and Ghaziabad for this study. Parent Adolescent Relationship Scale of Bhardwaj, Sharma and Garg, and Adjustment Assessment Inventory, of Saxsena (1983) were used to collect the data. By using t-test data was analyzed, which revealed that adolescents brought up with positive parenting were found to show significantly greater adjustment at home ($t= 2.49$; $p < 05$), health ($t= 2.13$; $p < 05$), social ($t= 3.76$; $p < 01$), emotional ($t= 2.42$; $p < 05$), school ($t= 2.00$; $p < 05$), and overall ($t= 3.52$; $p < 01$).

Keyword: Positive/ Negative parenting, Adjustment, Adolescents.

INTRODUCTION:

Youths nowadays, in contrast to previous generations, are frequently seen to be faced with difficult Difficulties in life include diminished time spent with family, influences from peer groups and subcultures, and the weakening of parent-child ties as a result of parents' job obligations. In the midst of attempting to comprehend and satisfy the demands of their teenagers, parents of adolescents are typically addressing their own midlife marital and professional challenges. Adolescent development is naturally impacted differently by various parenting styles. One important factor contributing to individual differences in teenage psycho-social development and personality traits is the nature of different families, both in terms of structure and members. Parent-child relationship has been a topic of interest, to be studied, for a long time,

as it is crucial to development. It has been found in extensive research that the type of interaction and relationships with parents are significant sources of social and emotional development throughout the life-span (Collins & Steinberg, 2006).

Parent-Adolescent Relationships:

According to Darling and Steinberg (1993), parenting style is defined by a range of parental attitudes and behaviours towards their children as well as the emotional environment in which such behaviours are exhibited. Based on responsiveness and demand, Maccoby and Martin (1983) and Baumrind (1991) divided parenting into four categories. High expectations and high responsiveness are traits of authoritarian parenting. In addition to offering warmth and support, empowered parents also set clear expectations and enforce them consistently (Baumrind, 1991). The hallmarks of an authoritarian parenting approach are strong demands and little response. Parents that adopt this approach frequently employ harsh punishment or antagonistic control at random, but they seldom ever offer justifications or grant verbal compromises. Developmental and family psychology have long been interested in the various parenting philosophies and characteristics of parent-child relationships. According to earlier studies, parent-adolescent interactions are strongly correlated with parenting styles, which are important family contextual variables (Shek, 2002). In spite of the abundance of research on the connections between parenting styles and parent-adolescent relationships, most of it has concentrated on the direct effects of parenting styles on these relationships, while also looking at the underlying mechanisms that underlie the associations between parenting styles and parent-adolescent relationships.

Adolescence, Parenting and Adjustment

Adolescence is the period of drastic change, which often characterized by growing to be matured- from the biological viewpoint, striving to be independent and self-sufficient- from sociological viewpoint, and striving to be more secure and adjusted- from psychological viewpoint. Chronologically, adolescence is the period of age of 13 to 16 year. Adolescence is a critical developmental period that forces parents and young people to renegotiate their relationships (Laursen & Collins, 2009).

Adolescent psychological adjustment include behavioural and academic issues, peer interactions, and overall social and emotional functioning. It is linked to the mental health of the youth. Additionally, adolescence is a crucial time for the development of autonomy from parents and identity formation (Erikson, 1968). It is crucial to remember that connections—particularly the negotiating of relationships within the family—have a significant impact on the development of identity and that this process occurs within a wider framework. Previous studies have demonstrated a correlation between variations in parenting approaches and variations in the attributes of parent-child interactions. Authoritarian parenting methods are often linked to lower

rates of conflict and greater levels of parent-adolescent cohesiveness, according to most research utilising Western samples (Nelson et al., 2011). Parenting in an authoritarian manner has been linked to increased conflict frequency and severity (Smetana, 1995; Sorkhabi & Middaugh, 2014), as well as decreased cohesiveness (McKinney & Renk, 2011). Smetana (1995), for instance, discovered that parents who were more and less authoritative were associated with higher conflict frequencies and intensities in a sample of American teenagers.

OBJECTIVES OF THE STUDY

Following objectives were aimed in the present study:

1. To study the effect of positive and negative parenting on home adjustment of adolescents.
2. To study the effect of positive and negative parenting on health adjustment of adolescents.
3. To study the effect of positive and negative parenting on social adjustment of adolescents.
4. To study the effect of positive and negative parenting on emotional adjustment of adolescents.
5. To study the effect of positive and negative parenting on school adjustment of adolescents.
6. To study the effect of positive and negative parenting on overall adjustment of adolescents.

HYPOTHESES OF THE STUDY

Following hypotheses were proposed for the present study:

1. Adolescents show greater home adjustment under positive parenting than negative parenting.
2. Adolescents show greater health adjustment under positive parenting than negative parenting.
3. Adolescents show greater social adjustment under positive parenting than negative parenting.
4. Adolescents show greater emotional adjustment under positive parenting than negative parenting.
5. Adolescents show greater school adjustment under positive parenting than negative parenting.
6. Adolescents show greater overall adjustment under positive parenting than negative parenting.

METHOD:

Research Design: In order to test the formulated hypotheses a two group comparative research design (positive parenting than negative parenting) was used. Present study was to examine the difference between adjustment behavior of positive parenting than negative parenting of adolescents.

Participants: Data were collect on a total of 500 adolescents from Meerut and Ghaziabad. Out Further, the age group of the adolescents was 12 to 18 years of age. The random sampling technique was be used to select the respondents of the study.

Variables: Independent variable in the present study was nature of parenting and dependent variable was adjustment as well as different areas: home, health, social, emotional and school.

Tools Used: For the collection of data two tests were used, which are as below:

- 1. Parents Adolescent Relationship Scale:** This scale was developed and standardized by Bharadwaj, Sharma and Garg for the individuals of age 10 years and above. It consists of 40 items to assess the eight dichotomous modes of parenting: Rejection vs. acceptance, Carelessness vs. Protection, Neglect vs. Indulgence, Utopian expectation vs. Realism, Lenient standard vs. Moralism, Freedom vs. Discipline, Faulty role expectation vs. Realistic Role Expectation, Marital conflict vs. Marital adjustment. High total score denotes the positive parenting whereas low score denote negative parenting. The reliability of this scale ranges from .54 to .79, and validity ranges from .36 to .75.
- 2. Adjustment Assessment Inventory:** This inventory, developed by Saxsena (1983), is intended to be use with school, college and university students, ranging in age from eleven year to adulthood. The inventory contains 90 items, seeking responses in 'yes' or 'No'. The reliability of this scale ranges from .57 to .86, and validity ranges from .63 to .71.

PROCEDURE:

After the recruitment of 500 respondents for this, Parents Adolescent Relationship Scale was administered to assess the nature of parenting they received from their parents. After collecting the scores of 500 adolescents' score on Parents Adolescent Relationship Scale, 150 highest scorer and 150 lowest scorer were identified as the two groups of positive and negative parenting. These two groups were compared with regard to their scores obtained on Adjustment Assessment Inventory. By using mean, standard deviation and t-test data was analyzed.

RESULTS:

Table-1 and table-2 depict the obtained results regarding the differences in adjustment produced by positive or negative nature of parenting. Descriptive statistics show that regarding the home adjustment, the adolescents brought up with negative parenting have significantly lower mean score than the children brought up with positive parenting ($M_{Pos.} = 9.85$, $M_{Neg.} = 8.72$; $t = 2.49$; $\rho < .05$). Regarding health adjustment, the mean values for adolescents experiencing positive and negative parenting are 11.00 and 9.94, respectively. This mean difference is also significant, which implies that adolescents with negative parenting show significantly poorer health adjustment ($t = 2.13$; $\rho < .05$). Further, on social adjustment, adolescents brought up with positive parenting scored 11.40, whereas adolescents brought up with negative parenting scored 9.47. These results denote that positive parenting made adolescents have better social adjustment whereas negative parenting made them have poorer social adjustment ($t = 3.76$; $\rho < .01$).

With regard to emotional adjustment also, under positive parenting adolescent can be seen to have significantly better adjustment, whereas under negative parenting they were found to have significantly poorer adjustment ($M_{Pos.} = 11.58$, $M_{Neg.} = 10.67$; $t = 2.42$; $\rho < .05$). Further regarding school adjustment also, the adolescents brought up with positive parenting have significantly lower score than those brought up with negative parenting ($M_{Pos.} = 10.45$, $M_{Neg.} = 9.60$; $t = 2.00$; $\rho < .05$).

Finally, when we compared the overall adjustment mean scores of adolescents brought up with positive and negative parenting they were found to differ significantly ($M_{Pos.} = 54.38$, $M_{Neg.} = 48.47$; $t = 3.52$; $\rho < .01$). Figure-1 shows the graphical representation of the mean comparison of adolescents brought up with positive and negative parenting regarding overall adjustment and figure-2 regarding adjustment in different areas.

Table-1: Difference between Positive and Negative Parenting regarding adjustment among adolescents (N= 300)

Areas of Adjustment	Nature of Parenting	N	Mean	S.D.	SE _D	t (Sig.)
Home Adjustment	Positive	150	9.85	3.93	.453	2.49*
	Negative	150	8.72			
Health Adjustment	Positive	150	11.00	4.31	.497	2.13*
	Negative	150	9.94			
Social Adjustment	Positive	150	11.40	4.45	.513	3.76**

	Negative	150	9.47			
Emotional Adjustment	Positive	150	11.58	3.25	.375	2.42*
	Negative	150	10.67			
School Adjustment	Positive	150	10.45	3.67	.423	2.00*
	Negative	150	9.60			
Overall Adjustment	Positive	150	54.38	14.55	1.68	3.52**
	Negative	150	48.47			

** = Significant at .01-level; * = Significant at .05-level.

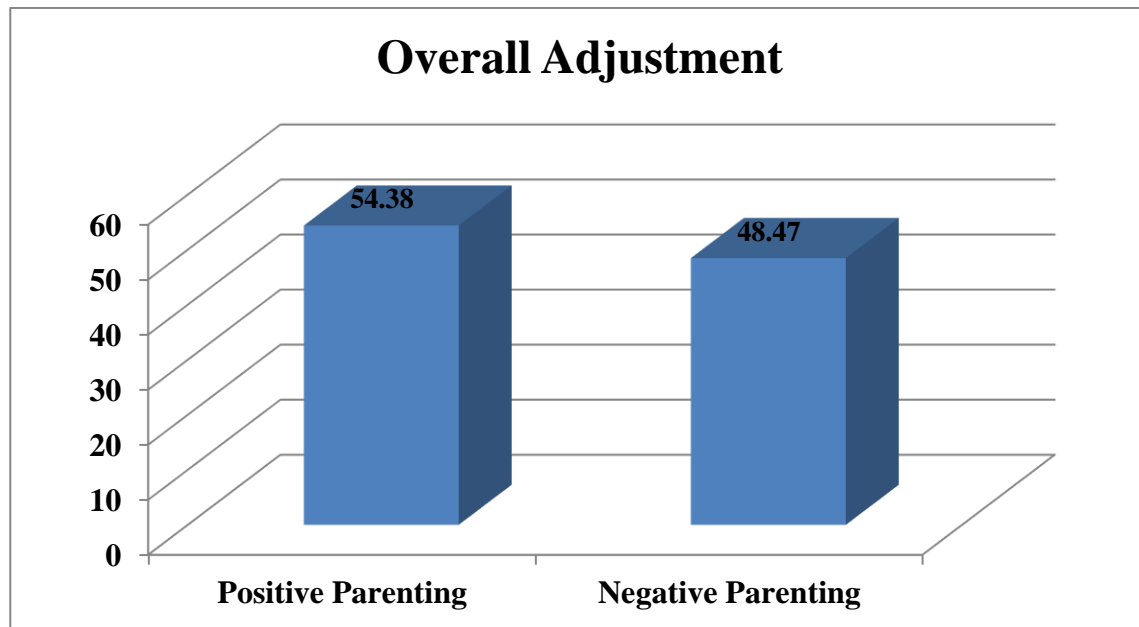


Figure-1: Bar Graph for Positive and Negative Parenting regarding adjustment among adolescents

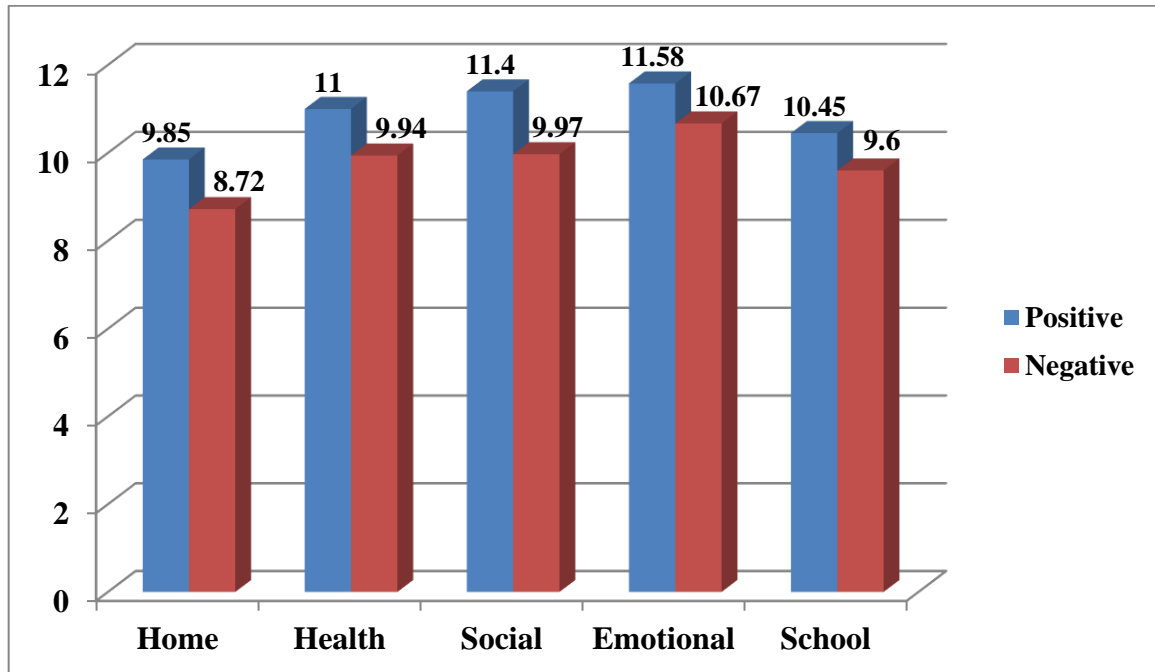


Figure-2: Bar Graph for Positive and Negative Parenting regarding various areas of adjustment among adolescents

DISCUSSION:

This study was carried out to understand the effect of positive and negative nature of parenting on adolescents' adjustment as well as the different areas of adjustment. Previous research findings have less consistently reported the influence of parental control on adjustment among adolescents (Heider et al., 2006; Kerr & Stattin, 2000), which is perhaps due to application of different conceptualizations of the construct of control. According to Rohner and Khaleque (2005) research report, there is a significant degree of variability in adolescents' adjustment was explained by their perceptions of acceptance or rejection shown by their primary caregivers. The results of our study depicted that the mean values on adjustment and as well as the different areas of adjustment, scored by adolescents brought up with positive parenting are higher than the adolescents brought up with negative parenting. These results highlighted that the adolescents who received positive parenting report comparatively and significantly greater adjustment in all five areas such as home, health, social, emotional and school. Children's families are unquestionably important sources of support, guidance, and education. According to earlier research (Lengua & Kovacs, 2005; Rodríguez-Fernandez, Droguet, & Revuelta, 2012), parenting has been identified as a significant determinant in psychosocial adjustment for children and adolescents. Our findings align with these reports. Because parental control entails knowledge of the children's movements, activities, and companions, several studies have found favourable associations between parental control and teenage adjustment (Jacobson & Crockett,

2000; Kerr & Stattin, 2000). Research has identified a substantial correlation between two aspects of parenting behavior—warmth and control—and adolescents' good adjustment (Barber, Stolz, & Olsen, 2005; Heider, Matschinger, Bernet, Alonso, & Angermeyer, 2006). Teenagers who have less parental support have been found to experience greater levels of anxiety and depression (Johnson & Greenberg, 2013; Sheeber, Davis, Leve, Hops, & Tildesley, 2007; Yap, Pilkington, Ryan, & Jorm, 2014).

Though, nature of parenting is not the only factor to affect the adjustment of adolescents as stated by different studies. Gender is a factor which is significant for adolescents' adjustment as demonstrated in studies that girls are comparatively less emotionally adjusted and reported greater depression and anxiety (Thapar, Collishaw, Pine, & Thapar, 2012; Waite & Creswell, 2014). Several studies reported that increasing age is associated with greater prevalence of depression and anxiety among respondents (Zubrick et al., 2017).

CONCLUSION AND LIMITATIONS OF THE STUDY

The results of this study can be concluded that the proposed positive hypotheses regarding the relationship positive parenting and adolescents' adjustment are accepted. Positive parenting is significantly related with adolescents' better adjustment in home, health, social, emotional and school. These results imply that positive the relationship adolescents experience with their parents, greater the adjustment they can establish and experience in home, school, society, regarding health, and emotions. The most basic limitation of this study is that relevant variables such as gender and socioeconomic status were not controlled. To have greater internal validity of the findings experimental design was not kept fully experimental

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